

Date	May 2018
Review Date	May 2019
Signed by Designated Governor	Ms M Magee

Leaders' work to support pupils who have special educational needs and/or disabilities is a key strength. Teaching assistants are highly effective because they are knowledgeable about pupils' academic and personal development and skilfully question to develop pupils' individual skills. Your school is fully inclusive and provision to meet the needs of a wide range of pupils is strong because you are passionate about meeting the needs of every individual.

Ofsted, February 2018

Ofsted July 2014

What is SEND?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Code of Practice 2015

What are our aims and objectives?

At Lewis Street we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- All teachers are teachers of SEND;
- To be included is to feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child's education;
- All children should have equality of opportunity in all aspects of their education;
- All children should be given opportunities to meet their full potential;
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children should have access to a differentiated, first hand curriculum which meets individual needs;
- All children, staff, families and stakeholder should be part of the Lewis Street family and adapt our inclusive ethos.
- That children with SEND and/or a disability should not be treated less favourably;

Who are the named staff?

The Executive Head Teacher	Mrs Wendy McCormack
The SEND Coordinator (SENDSCO)	Miss Charlene Skeels
The nominated governor for SEND	Ms Morag Magee

Initial Concerns:

Class teacher has a concern about a child. A log is kept and this evidence is shared with the SENDSCO after six weeks. If the concern still exists and evidence is thorough, the child will be placed at the initial concern stage on the register of additional need.

Band A

When a class teacher identifies that a pupil has an additional need, the class teacher provides wave 2 interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering a differentiated curriculum. An IEP will be devised with smart targets. All targets should, be achievable in a half term. Class Teachers, the SENDSCO and SLT are responsible for deploying LSA support effectively to support the need.
- SENDSCO will take the lead in –
 - Any further assessment of the child;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

Band B

- SENDSCO and class teacher, in consultation with parents, ask for help from external agencies
- Class teacher and SENDSCO are provided with advice or support from outside specialists
- Additional or different strategies to those at School Action are put in place, wave 3 interventions. An IEP will continue to be used.
- SENDSCO should take the lead in
 - Ensuring advice given from external agencies is taken on and evidenced in the IEP;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

Band C (Band C – G + Special Band)

In a small number of cases it may be appropriate for the LEA to provide additional support to meet the needs of SEND children through the statutory assessment process. This is called an Education, Health and Care Plan.

What is Quality First Teaching at Lewis Street?

At Lewis Street we have identified a number of vulnerable populations, of which SEND is one. We strive to ensure that all of these groups of children reach their full potential and employ specific strategies to help them achieve and to remove the barriers to their learning shown below. We also pay due regard to the recommendations made in the Salford LA **Guidance for Practitioners** Documents (*see Appendix 1 & 2*) Please refer to model on next page.

Dyslexia Awareness

- Dyslexia Friendly (DF) Walkthroughs termly;
- All staff trained on DF approaches and practise;
- All Year 3 children and new arrivals screened;
- DF Resources available in Years 3-6
- Cream paper used for all purposes, including parental letters;
- School environment is DF;
- Information evening and assembly used to raise awareness.

Looked After Children (LAC)

- LAC Policy;
- PEPS;
- Head Teacher Designated Person;
- Children and Families Officer in place;
- LAC Register;
- Welfare Forms completed by Class Teacher and Children and Families Officer for every review;
- SIMS Welfare Records;
- Families of concern on weekly staff meeting agenda.

SEND

- SENDCO in post;
- SEND Register & Provision Map;
- SEMH Resource;
- LSA's assigned to need, not classes;
- Children with SEND, are identified on Pupil Progress Grids;
- IEPs written and evaluated termly
- Educational Psychologist, SLA for fortnightly visits.
- NHS Buy-In SALT screening for Nursery and Reception cohorts, TALC interventions in place.
- Interventions (See *What is SEND at Lewis Street?*)

What is Quality First Teaching at Lewis Street?

Vulnerable Children (VC)

- Head Teacher is the CP Manager;
- Safeguarding Policy;
- Full time Children and Families Officer;
- Attendance and Punctuality Policy;
- Attendance Panel Meeting with Children and Families Officer, Phase Leader and Education Welfare Officer;
- Place 2B Counselling Service on site 3 days weekly; specific Project Manager. Parental Workshops offered weekly
- SIMS Welfare Records
- TAC, CIN and CP meetings represented.

Medical

- Register of children with medical conditions;
- Asthma Policy/Boxes;
- Medical Conditions Policy;
- Liaison with School Nursing Team & Health Visitor Team;
- 11 First Aiders Accident reporting system in place;
- Administering Medication reporting system.

English as an Additional & Second Language (EAL/ESL)

- EAL Team in place
- Race, Equality & Cultural Diversity Policy;
- EAL Register;
- EMTAS support with initial assessments and on-going input;
- EAL Intervention Team delivering interventions based on NASSEA model and strategies being used in the classroom;

Interventions and Resources to support children with SEND

Communication & Interaction (C&I)

- Speech & Language Therapist in school half termly, SLA with NHS
- 20 staff completed ELKLAN training;
- All Nursery and Reception children TALC assessed; Buy in SALT Service half termly.
- Speech & Language referrals to NHS completed;
- Good relation Learning Support Service for ASC
- Language rich learning environments;
- Visual prompts and scaffolds used
- Referrals to external agencies and for statutory assessment.

Sensory/Physical Needs (S&P)

- Sensory room now open and used for pupils with identified needs;
- Weekly visits from VI team to work with children
- All buildings accessible to all children;
- Disabled toilets available;
- Lift allows to access Phase 2 and 3;
- First hand learning experiences offered to all children;
- Multi-Sensory resources;
- Health and safety signs are reflective;
- Fire alarm sounds and lights flash ;
- Referrals to external agencies and for statutory assessment.

Social, Emotional and Mental Health (SEMH)

- The Leaf SEMH Resource opened in January 2012;
- Specialist Teacher and LSA's employed;
- Behaviour Policy;
- Positive Reinforcements and appropriate consequences;
- Pastoral Care is a whole school ethos;
- Links to Alderbrook PRU and New Park High School
- Children referred to Alderbrook for short-term placements;
- Peer Mediation;
- Blue Lagoon;
- Place 2Be and Place 2Talk

Cognitive & Learning Needs (C&L)

- IEP's and play plans written and evaluated termly;
- Interventions and quality first teaching strategies used;
- Literacy & Numeracy Booster Groups;
- Read, Write, Inc Phonics
- SEND differentiation in class, identified on planning;
- Multi-Sensory teaching strategies;
- Educational Psychologist Caroline Murphy; weekly visits to school via SLA;
- Referrals to external agencies and for statutory assessment
- Dyslexia Friendly and ELKLAN practise used in classrooms.

How is SEND supported at Lewis Street?

Commitment to effective staff deployment. LSA's deployed to support in class and interventions

Specific Resources currently available to support children with SEND

- 20 LSA's, 7 of which support specific 1-1 or group SEND need;
- The Leaf Resource Provision to support children with SEMH needs
- Place 2B Counselling Service;
- Dyslexia Friendly Screener (GL) and resources available in Year 3 to 6
- Staff Ekklan trained and communication friendly teaching methods used
- Blue Lagoon Self Referral
- Access to OT, SALT (Buy in and NHS), LSS and VI & HI teams;
- Interventions used include Speech and Language TALC , Catch up RWI, YARK and Nessy.
We also offer a number of therapeutic interventions including Where the Wild Things Are, Forest Crew, Messy Crew. and Fun with Food.

Transition

For pupils who have an EHCP preparation for transition and an annual transition review will be held every year and as children move from Phase to Phase.

Phases are organised as follows:

- Phase 1 – Nursery, Reception and Year 1 (Phase Leader – Mrs Helen Sherwin)
- Phase 2 – Years 2 and 3 (Phase Leaders – Miss Claire Kinch and Miss Adele Smith)
- Phase 3 – Years 4, 5 and 6 (Phase Leaders – Miss Vicky Done and Mr Paul Wilson)

S.E.N. Budget

See Mrs McCormack for content

What is the Role of the SENDCO at Lewis Street?

- overseeing the day-to-day operation of the school's SEND policy • co-ordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

- Initiate and conduct annual statutory review meetings

Continued Professional Development (CPD)

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. In the current academic year 2016/2017, we have provided training for all teachers on the costed provision mapping tool and what constitutes an intervention versus what is good quality first teaching such as pre-teaching vocabulary.

School's Complaints Procedure

Please refer to Complaints Policy

Supplementary Information

Please refer to this policy alongside the following appendices:

- Admissions & Exclusions Policy
- Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy